A COMPARATIVE STUDY OF PRONUNCIATION ABILITY AMONG THE GOOD ENGLISH SINGER STUDENTS IN IAIN PALOPO

IAIN PALOPO

A THESIS

Submitted as a Part of the Requirements for S.Pd. Degree in English Language Education Study Program

Written by

INDAH SEKAR SARI

REG.NUMBER. 15 0202 0090

Supervised by

1. **Dr. Hilal Mahmud, M.M**
2. **Dewi Furwana, S.Pd.I.,M.Pd**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

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2019

THESIS APPROVAL

This thesis, entitled **"A Comparative Study of Pronunciation Ability Among The Good English Singer Students In Palopo"** written by **Indah Sekar Sari, Reg. Number 15.02.02.0090**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, September 2nd 2019 M**, coincided with **Muharram 2nd 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 2nd, 2019 M
Muharram 2nd 1441 H

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum.	Chairman	(.....)
2. Muhammad Iksan M.Pd	Secretary	(.....)
3. Dr. Masruddin, S.S., M.Hum.	Examiner I	(.....)
4. Muhammad Iksan M.Pd	Examiner II	(.....)
5. Dr. Hilal Mahmud, M.M	Consultant I	(.....)
6. Dewi Furwana, S.Pd.I., M.Pd.	Consultant II	(.....)

Approved by;

The Rector of IAIN Palopo

Dr. Abdul Pirol. M.Ag.
NIP. 19691104 199403 1 004

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Nurdin K. M.Pd.
NIP. 19681231 199903 1 014

NOTA DINAS PEMBIMBING

Lampiran : - Palopo, 2019

Hal : Skripsi

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di-
Tempat

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Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Indah Sekar Sari
NIM : 15 0202 0090
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : **"A Comparative Study Of Pronunciation Ability Among The Good English Singer Students In Iain Palopo"**

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Wassalamu 'Alaikum Wr.Wb.

Pembimbing I

Dr. Hilal Mahmud, M.M
NIP. 1957005 198303 1 024

NOTA DINAS PEMBIMBING

Lampiran : - Palopo, 2019

Hal : Skripsi

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di-
Tempat

Assalamu 'Alaikum Wr.Wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Indah Sekar Sari
NIM : 15 0202 0090
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : "A Comparative Study Of Pronunciation Ability Among The Good English Singer Students In Iain Palopo"

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Demikian untuk diproses selanjutnya.
Wassalamu 'Alaikum Wr.Wb.

Pembimbing II

Dewi Furwana, S.Pd.I.,M.Pd
NIP. 19870831 201503 2006

CONSULTANT APPROVAL

Thesis Entitled : **A Comparative Study Of Pronunciation Ability Among The Good English Singer Students In Iain Palopo.**

Written By:

Name	:	Indah Sekar Sari
Reg. Num	:	15 0202 0090
Faculty	:	Tarbiyah and Teacher Training
Study Program	:	English Study Program

Has been corrected and approved to be examined.

Palopo, 2019

Consultant I

Dr. Hilal Mahmud, M.M
NIP. 1957005 198303 1 024

Consultant II

Dewi Furwana, S.Pd.I., M.Pd
NIP. 19870831 201503 2006

EXAMINER APPROVAL

Thesis Entitled : A Comparative Study Of Pronunciation Ability Among The Good English Singer Students In Iain Palopo.

Written By :

Name	: Indah Sekar Sari
Reg. Num	: 15 0202 0090
Faculty	: Tarbiyah and Teacher Training
Study Program	: English Study Program

Has been corrected and approved to examined in munaqasyah thesis.

Palopo, 2019

Examiner I

Dr, Masruddin S.S., M.Hum
NIP. 19800613 200501 1 005

Examiner II

Muhammad Iksan, M.Pd
NIP. 19860327 201801 1 001

PRONOUNCEMENT

Signature by:

Name	**: Indah Sekar Sari**
Nim	: 15 0202 0090
Faculty	: Tarbiyah and Teacher Training
Study Program	: English Department

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Researcher,

Indah Sekar Sari
15 0202 0090

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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The writer hopes this thesis can give some values to the students of English Department and English teachers and the readers especially improving teaching-learning of vocabulary. The writer admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make better.The writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis, may ALLAH SWT. bless us.

Aamiin.

Palopo, , 2019

Indah Sekar Sari

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ABSTRACT

Indah Sekar Sari, 2019. A Comparative Study Of Pronunciation Ability Among The good English Singer Students In IAIN Palopo. Thesis English Study Program Educational Department In State Institute For Islamic Studies (IAIN) Palopo. Supervised by Dr. Hilal Mahmud, M.M. and Dewi Furwana S.Pd.I.,M.Pd

Key words : Comparative, Pronunciation ability, The good English singer students

This research focuses on A Comparative Study of Pronunciation Ability Among The good English Singer Students in IAIN Palopo. The problem statement of this research : "How is the pronunciation ability of the good English singer students of English department compared to the good English singer students of non English department in IAIN Palopo in IAIN Palopo".

The research method that used was quantitative method, that was causal-comparative study. Total of the samples in this research were 20 students who can sing English song and they were taken from the participants of singing contest of Endept's Got Talent 2018 and from Students art organization in IAIN Palopo. This research used word list reading task test.

The result of this research shows the pronunciation ability of the good English singer students from English department is better than the pronunciation ability of the good English singer students from non English department in IAIN Palopo. The score of t_0 (t_{count}) = 78,283 is higher than the score of t_{table} (t_t) = 2,10. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

CHAPTER I

INTODUCTION

A. Background

There are a lot of media, techniques, and methods that are used in teaching pronunciation in the classroom. Pronunciation is a part of speaking skill. To avoid misunderstanding, the speaker should have a good pronunciation. Every teacher tries to do some activities and find the good method that can make students easier to comprehend how to pronounce a word correctly. Besides, some students also try to find some methods that easier for them to learn pronunciation. Most of students use their hobbies and their basic skill as a method in learning. Some students also try to learn pronunciation by using media that easier for them. Some of familiar methods are by singing an English song, listening to the English song, and watching the Hollywood movie.

In this era, music has become a necessity for society. Music is used in many activities in formal or informal. It makes some people like to sing and most of them also have habit in singing. Besides, some media give them place to show their ability in singing, those are social media, singing competition, and so on. Singing is the popular activity that students use in practicing their pronunciation. Nancy and Ron Brown stated that music is constantly present in our society, why not to use it in language teaching? There are almost endless ways of incorporating music into the curriculum. Themes can be built around different songs, learners can use songs to memorize information and story writing can be inspired

by songs.[1] The other statement from Yukiko S. Jolly, who wrote about song in ESL classroom in 1975, argued that putting words to music could even help learners with pronunciation.[2] Thus, the researcher concludes that music can be used in teaching language learning especially in English.

Music can be a vocal music, instrumental music, or mechanical sound. In line with Meriam Webster state that music is vocal, instrumental, or mechanical sounds having rhythm, melody, or harmony.[3] Then, based on the dictionary song is the art or act of singing, or vocal music. So, in this research the researcher will focus on vocal music or song especially English song.

Using English song in language learning is familiar in education for all ages. According to Nellija Zogota, the careful and attractive combination of music and songs can represent a highly effective way of teaching foreign language and make the process challenging, facilitating correct pronunciation, listening and language comprehension skills as well as motivately restless students.[4] In other words, the English song can be used as a media and as an ice breaker in the learning process. The English song can make the atmosphere of the classroom more fun and students will be not bored. The teacher can use lyric of the song as a media to practice the students pronunciation.

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[1] Brown and Brown, 1997 in Lina Calrsson, *Singing as a Tool for English Pronunciation Improvement* (Sweden: An Experimental Study 2015), p. 1.

[2] Yukiko S. Jolly, *Song in ESL Classroom*, 1975 in Lina Calrsson, *Singing as a Tool for English Pronunciation Improvement* (Sweden: An Experimental Study 2015), p. 1.

[3] Meriam Webster, Defenition of Music, accessed on online:https://www.meriam-webster.com/dictionary/music, December, 21st 2018 p.1

[4] Nellija Zogota, *Using Song, Music, and Lyrics in English Teaching*, (Rogofka:2011), p. 21.

In singing, there are some concepts of performance that should be had by the singers, and they can be called as the singer appropriately if those aspects can be expert. Some concepts of singing performance according to Patti Dewitt such as technical accuracy, intonation, balance, blend, dynamics, tone, phrasing, tempo, interpretation, and diction.[5] On those concepts, there is diction. The diction is one of important aspect in singing because every singer should say the lyric clearly to make the listener can listen the song comfortably. In singing, the singer can learn how to pronounce the song lyric from listening the song and reading the lyric. Similarly in pronunciation ability in speaking English, the speaker should have a good pronunciation to avoid misunderstanding between the speaker and the listener. So, if the singers sing English song, automatically they pronounce the lyric use English word. Then, the singer that has a good diction in singing an English song can also be called has a good pronunciation. The singer also already speaking and listening to the English vocabulary habitually from the song.

From the observation of the research, the researcher found that there are 30% of students in IAIN Palopo like to sing an English song. Some of them always join in English singing competition and be the winner. Then the researcher also found that some of the winners of the English singing competition are from non English department in IAIN Palopo. It means that some students from non English department have good pronunciation in singing an English song. Personally, sometimes the researcher also learns how to pronounce the English word by singing an English song. Besides, in singing assessment there is

[5] Patti Dewitt. DMA, *The Singing Musician*, (Texas: Richmond, 2004), p. 23.

pronunciation as an aspect that should be assessed in singing English competition. Based on these reasons, the researcher conducted research about "A comparative study of pronunciation ability Among The Good English Singer Students In IAIN Palopo"

B. Problem Statement

As this research explained in the background, the researcher formulated the research about: How is the pronunciation ability of the good English singer students of English department compared to the good English singer students of non English department in IAIN Palopo?

C. Objective of Research

Based on the problem statement, the objective of the reseacrh is to compare the pronunciation ability of the good English singer students from English department and non English department in IAIN Palopo.

D. Significance of Research

The result of this research expected to be useful :

1. Practically, the result of this research expected to be useful and helpful to give information for the students who want to learn about pronunciation. For the teacher, it expected to be useful to give information about learning strategy that should be used in learning English, especially pronunciation. The result of this research expected to give some information for the next researcher who has related research with this research.

2. Theoretically, the result of this research has expected to give information about teaching and learning strategy in developing English learning.

E. Scope of Research

This research has limitation of some issues to avoid the research broadening as follows:

1. By dicipline, this research under applied linguistics.
2. By content, this research focuses on pronunciation ability of students at IAIN Palopo who can sing English song. Considering every aspect that can useful for students who learn English, this research focus on dental (/ɵ/ and /ð/) and alveo-palatal (/ʃ/, /ʒ/, /ʤ/, /tʃ/) sound.

F. Definition of Term

1. Pronunciation Ability

Pronunciation ability is the ability of students in producing sounds of English word pronunciation correctly like the native speaker.

2. The good English singer

The good English singer students are the students who can control the pitch of the sound, and has the ability in producing musical sound based on the singing technique using English language.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In writing this research, the researcher found some researches that related to this research as follows:

1. Muhammad Rizqy Afdhali (2017) in his thesis under the title "Comparative Study of English Department Students' Pronunciation Ability Between Members And Non Members of Lids Educia, Faculty Of Tarbiyah And Teacher Training of UIN Antasari Banjarmasin"[6]. The purpose of this research is to know the pronunciation ability and the significant difference of pronunciation ability between members and non members of Lids Educia. This research used quantitative method that is comparative study. It concluded that the pronunciation ability of members of Lids Educia is better than non members of Lids Educia.

This research has similarities and differences with muhammad rizqy afdhali's research. The similarities are in method of the research and pronunciation ability as the object of this research. Then, the differences are in subject and the population of this research.

Dian Pipit Saputri (2014) in her thesis under the title "The Correlation Between Habit In Singing English Song and the Ability Of Pronunciation of The Eleventh Grade students of SMK NU Ma'arif Kudus In The Academic year

[6] Muhammad Rizqy Afdhali, *Comparative Study of English Department Students' Pronunciation Ability Between Members And Non Members of Lids Educia, Faculty Of Tarbiyah And Teacher Training of UIN Antasari Banjarmasin*, (Thesis 2017), Accsessed on August, 24th 2019.

2013/2014". The purpose of this research is to find out the correlation between habit in singing English song with the ability of pronunciation. This research using correlation method. It concluded that there is a significant correlation between habit in singing English song and the mastery of pronunciation of the eleventh grade students of SMK NU Ma'da arif Kudus in the academic year 2013/2014.[7]

This research has similarites and differences with Dian pipit saputri's research. The similarities are in focus on pronunciation ability and singing English song. Then the differences between this research with Dian pipit saputri's research such as, in method, in population and in takinga a sample of the research.

2. Sary Gebi Meltia (2016) in her research under the title "The Effect of Singing Performance on Students Pronunciation English Word of English Department of The State Islamic Institute (IAIN) Palopo". This research purpose to find out whether there is effect of singing performance on students pronunciation. It concluded that there is effect of singing performance on students' pronunciation of English Department of IAIN Palopo for students that also have good skill in English but just little for students that also have low skill in English.[8]

This research has similaties and differences with Sary Geby Meltia's research. The similarities such as, in pronunciation and singing. The differences of

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[7] Dian Pipit Saputri, The Correlation Between Habit in Singing English Song and the Matery Of Pronunciation Of The Eleventh Grade Students Of SMK NU Ma'Arif Kudus In The Academic Year 2013/2014 ,(Thesis 2014), Accsessed on Juni, 16th 2018.

[8] Sari Gebi Meltia, *The Effect Of Singing Performance on Students' Pronunciation English Words of English Department of IAIN Palopo*, (Thesis 2016), p. 60.

this research such as, in population, method and in taking sample. Based on the previous research above, the researcher concluded that all of those research are related to this research.

B. Some Partinent Theories

1. Definition of Pronunciation

Pronunciation is to speak or utter rhetirocaly; to deliver, to recite, as to pronounce an oration.[9] Pronunciation is to utter articulately, to speak out or distincly, to utter, as word or syllables; to speak with proper sound and accent as, adults rarely learn to pronounce a foreign language correctly.[10] Pronunciation is to make declaration; to utter on opinion; to speak with confidence.[11]

Dalton and Seidholfer state that a person' pronunciation is one of expression of that person self-image. That is way, someone can speak a word in different wasy by various individuals or groups. It is depending on many factors, some of the factors such as the area in which they grew up and live, their education, ethnic group, social class and so on.[12]

Pronunciation is the way we pronounce a word, especially in a way that is accepted or generally understood. The way we speak also conveys something about ourselves to the people around us. Pronunciation also includes attention to

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[9] Shacks in Webster's Dictionary, *Meaning Of Pronounce*, 1913. Accessed on online: http//www.Hyperdictionary.Com/Dictionary/Pronounce.htm, June 14th 2018.

[10] Milton in Webster's Dictionary, *Meaning of Pronounce*, 1913, Accessed on online : http//www.Hyperdictionary.Com/Dictionary/Pronounce.htm, June 14th 2018

[11] Dr. H. More in Webste's dictionary, *Meaning of Pronounce*, 1913, Accessed on online : http//www.Hyperdictionary.Com/Dictionary/Pronounce.htm.

[12] Dalton, et.,all. (1994). Pronunciation.Oxford:Oxford University Press.

the particular sounds of language and aspects of speech beyond the individual sounds, such as; intonation, stress, rhythm, vowel and consonants, voiced and voiceless sounds.[13]

From those experts, the researcher can conclude that pronunciation is to pronounce some of the words and to avoid the misunderstanding and miscommunication. Pronunciation is one of the most important aspects in learning the language, especially in speaking skill. A necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and how to use pronunciation appropriately.

2. Aspect of Pronunciation

According to Zahra Farmand and Behzad Pourgharib, Pronunciation includes attention to the particular sounds of language and aspects of speech beyond the individual sounds, such as intonation, stress and rhythm, vowels, consonants, voiced and voiceless.[14]

a. *Intonation*

Intonation refers to the way the voice goes up and down in pitch when we are speaking and the rise and fall of our voice as we speak. In the Random House Unabridged English Dictionary, intonation is defined as "the pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence".[15]

Intonation is the "melody" of language, the pattern of higher and lower pitch as we speak. Using intonation appropriately is important in helping us be

[13] Zahra Farmand and Behzad Pourgharib, *The Effect of English Songs on English Learners Pronunciation*, Islamic Azad University and Golestan University, Golestan, Iran. vol. 2, 2013, p. 841.

[14] *Ibid.*, p. 9

[15] *Ibid.*

understood. Intonation can change a statement into a question or a polite request into a rude command. It can make a speaker sound happy, sad, sincere, angry,confused, or defensive.[16]

b. *Stress and rhythm*

Stress means that speakers of English make certain syllables of energy or effort that we use to pronounce words that are more important in a sentence. The rhythm of a language is created by the strong stress or syllables in a sentence.[17]

If a word in English has more than one syllable (We call these polysyllabic words), one of the syllables is stressed; that is, it is emphasized more than the others. It's very important for learners to put the stress in the right place. If the wrong syllable is stressed, listeners may not be able to understand what word is being said. We understand words not only from their sounds, but also from their pattern of stressed and unstressed syllables.[18] Just as music has rhythm, every language also has its own rhythm, that is, its own pattern of syllables that are longer or shorter, faster or slower, and more or less emphasized.[19]

c. *Vowels*

A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no built up of air pressure above the glottis. Vowel sounds are produced by air from lungs which vibrate when the

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[16] Marla Tritch Yoshida, *Understanding and Teaching the Pronunciation of English*, p. 135.

[17] Zahra Farmand and Behzad Pourghari, *loc. cit.*

[18] Marla Tritch Yoshida, *op. cit*., p. 102.

[19] *Ibid.,* p. 116 .

air in the mouth is not blocked. There are five vowel in English (a ,e ,I ,o ,u) . One definition of a diphthong would be a combination of vowel sounds.[20]

Vowels are sounds in which the air stream moves up from the lungs and through the vocal tract very smoothly; there's nothing blocking or constricting it. The first sounds in the words *extra, only,* and *apple* are vowels.[21]

Table 1 : IPA symbols for the basic vowel sounds of North American English.[22]

IPA Symbol	The Example Word
I	S**ee,** funn**y**
I	B**i**t, s**i**ng
e	H**a**ze, gr**ea**t
ɛ	B**e**t, s**e**nd
æ	St**a**mp, y**ea**h
u	L**oo**n, fl**u**te
ʊ	P**u**ll, g**oo**d
ɔ	C**au**ght, d**aw**n
o	G**o,** b**oa**t
ɑ	C**o**t, d**o**n
ʁ	Sh**u**t, c**o**me
ə	**A**bout, el**e**ment

We can classify vowels according to their tongue height and their frontness or backness. There is another important variable of vowel quality, and that is lip-position. Although the lips can have many different shapes and positions, we will at this stage consider only three possibilities. These are:

[20] Zahra Farmand and Behzad Pourghari, *loc. cit.*

[21] Marla Tritch Yoshida, *loc. cit.*

[22] Robert Kirchner, *Phonetics and phonology: understanding the sounds of speech,* University of Alberta, p. 4.

1) Rounded, where the corners of the lips are brought towards each other and the lips pushed forwards. This is most clearly seen in cardinal vowel [u].
2) Spread, with the corners of the lips moved away from each other, as for a smile. This is most clearly seen in cardinal vowel [i].
3) Neutral, where the lips are not noticeably rounded or spread. The noise most English people make when they are hesitating (written 'er') has neutral lip position.[23]

d. *Consonants*

A consonant is a part of speech and a sound that is articulated with complete or partial closure of the upper vocal tract. There are 25 consonant sounds in English language which consist of 21 letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. and the 4 consonant cluster, Ch, sh, th, and ng.[24]

Scarcell and Oxford defined consonants as noises produced with some sort of blockage in the air passage. Some consonant sounds are voiced, while others are voiceless.[25]

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[23] Peter Roach, *English Phonetic and Phonology,* (New York: Cambridge University Press, 2009), p. 24.

[24] Zahra Farmand and Behzad Pourgharib, *The Effect of English Songs on English Learners Pronunciation, loc. Cit.,*

[25] Scarcell R and Oxford RL, "Second language pronunciation, state of the art in instruction system", in Zahra Farmand and Behzad Pourgharib, *The Effect of English Songs on English Learners Pronunciation*, Islamic Azad University and Golestan University, Golestan, Iran. vol. 2, 2013, p. 841.

Tab1e 2: IPA symbols for the basic consonant sounds of North American English.[26]

IPA Symbol	The Example Words
P	**P**at, tri**p**
t	**t**op, **r**eturn
k	**c**at, bi**k**er
b	**b**at, ru**bb**er
d	**d**ay, a**d**ore
ɡ	**g**uts, ri**g**
f	**ph**oto, co**ff**ee
v	**v**oice, ri**v**er
θ	**th**ink, au**th**or
ð	**th**is, wea**th**er, tee**th**e
s	**s**it, ba**ss**
z	**z**oom, fu**zz**y
ʃ	**sh**ip, ra**sh**
ʧ	**ch**ip, fu**t**ure, sti**tch**
ʒ	**j**acques, lei**s**ure, rou**g**e
ʤ	**j**udge, re**g**ion
ŋ	**sing**e**r**, ba**ng**
m	**m**ice, hi**m**
n	**n**ick, fu**nn**y
w	**w**iter, **w**ay
j	**y**ell, oni**o**n
h	**h**ill, a**h**ead
ɹ	**r**ice, ve**r**y, b**ir**d, h**er,** f**ur**
ɪ	**l**ight, ye**ll**ow, fee**l**

[26] Robert Kirchner, op.cit., h. 3

According to Charles W. Kreidler, there are three kinds of features are important for differentiating consonants, such as:

1) Voice – whether vocal cords are vibrating or not.
2) Tongue shape – whether the tongue has a flat surface, a groove along the center line, or is curled at the sides.
3) Articulator – whether the lower lip, tongue tip, tongue front, or tongue back blocks the air stream as it goes out.[27]

According to Marla Tritch Yoshida, Phonologists classify consonants by describing these three sets of categories; Voicing, Place of articulation, and Manner of articulation.[28]

1) Voicing

When the vocal cords are stretched tight so that they vibrate during the pronunciation of a sound, we say that the sound is **voiced.** Sounds that are produced without vibration of the vocal cords are called **voiceless.**[29]

a) Voiced consonants ([b,d,g,v,ð,z,ʒ,m,n,ŋ,l,ɹ,j,w])
b) Voiceless consonants ([p,t,k,f,θ,s,ʃ,h]), the glottis is more open, so that air passes through without vibrating.[30]

[27] Charles W. Kreidler, *The Pronunciation of English: A Course Book*, (2nd. Ed; UK: Blackwell Publishing, 2004), p. 30.

[28] Marla Tritch Yoshida, *Understanding and Teaching the Pronunciation of English*, p. 34.

[29] *Ibid.*

[30] Robert Kirchner, *Phonetics and phonology: understanding the sounds of speech, op. cit.*, p. 11.

2) Place of Articulation

According to Marla Tritch Yoshida, we can classify consonants by referring to the parts of the articulatory system that are active when we produce each sound.

a) Bilabial. Both lips touch or almost touch. The sounds in this group are /p/, /b/, /m/, and /w/.

b) Labiodental. The upper teeth softly touch the lower lip. The sounds in this group are /f/ and /v/.

c) Dental (also called interdental). The tip of the tongue touches the bottom edge of the top teeth or between the teeth. The sounds in this group are /θ/ and / ð /.

d) Alveolar. The tip of the tongue touches or almost touches the alveolar ridge (the tooth ridge). The sounds in this group are /t/, /d/, /s/, /z/, /n/, and /l/.

e) Palatal (also called alveo-palatal). The blade of the tongue touches or almost touches the hard palate. The sounds in this group are /ʃ/, /ʒ/, /ʧ/, /ʤ/, /r/, and /y/.

f) Velar. The back of the tongue touches the soft palate. The sounds in this group are /k/, /g/, and /ŋ/.

g) Glottal. There is friction in the glottis (the space between the vocal cords). The only phoneme in this group is /h/.[31]

[31] Marla Tritch Yoshida, *Understanding and Teaching the Pronunciation of English*, p. 35.

3) Manner of Articulation

Below are the list of Manner of Articulation for English Consonants according to Marla Tritch Yoshada:

a) Stops (also called plosives): The air stream is blocked completely somewhere in the mouth, air pressure builds up, and then it's released, like a tiny explosion. The stops in English are /p/, /b/, /t/, /d/, /k/, and /g/.

b) Fricatives: The air stream is compressed and passes through a small opening in the mouth, creating friction a hissing sound. The air stream is never completely blocked, so the sound can continue. The fricatives are /f/,/v/, /θ/, / ð /, /s/, /z/, /ʃ/, /ʒ/, and /h/.

c) Affricates: A combination of a stop followed by a fricative an explosion with a slow release. The africates are /ʧ/ and /ʤ/. Each of these symbols is made up of two parts a stop symbol and a fricative symbol. This reminds us that the sounds also have two parts.

d) Nasals: In these sounds, the tongue or lips block o" the vocal tract so air can't go out through the mouth. Instead, the passage leading up into the nose opens so that the air stream can go out through the nose. The sounds in the nasal group are /m/, /n/, and /ŋ/.

e) Liquids: These are sounds that are pronounced very smoothly, like water sowing in a river. The air stream moves around the tongue in a relatively unobstructed manner. The liquid sounds in English are /l/ and /r/.

f) Glides (also called semivowels): A glide is like a very quick vowel. This is why they're sometimes called semivowels, which means "half-vowels." They sound like vowels, but they can function as consonants. The glides in English are /w/ (which sounds like a quick /uw/) and /y/ (which sounds like a quick /iy/).[32]

According to Robert Kirchner, there are some particular types of consonants in terms of how much obstruction is involved (manner of articulation), suc as;

1) Stops ([p,t,k,b,d,g]) involve a complete blockage of airflow, due to full closure at some point in the mouth.
2) Nasals ([m,n,ŋ]) involve complete closure in the mouth, but the back of the velum is lowered, allowing the airflow to pass through the velo-pharyngeal port, and out the nose.
3) Fricatives ([f,v,θ,ð,s,z,ʃ,ʒ,h]) involve a partial constriction in the mouth, such that airflow is forced through a narrow channel, creating a hissing sound.
4) Affricates is a term sometimes used for stop + fricative sequences made with the same articulator, including ([tʃ,dʒ]).
5) Approximants ([l,ɹ,j,w]) involve less obstruction than a fricative, but more than a vowel. In an [l], the tip of the tongue often makes full contact with

[32] *Ibid.,* p. 36.

the alveolar ridge, but one side of the tongue is lowered: [l] is therefore called a lateral approximant; the others are central.[33]

e. *Voiced and voiceless:* all the sounds produced in the English language are either voiced or unvoiced. All vowels in English are voiced. But some of the consonant sounds are voiced.[34]

Nunan noted that most people think of pronunciation as the sounds we make while speaking as speakers of a language, we need to be able to understand each other, in terms of speech production, the Longman dictionary of applied linguistics defines pronunciation as "the way sounds are perceived by the hearer.[35]

Then, according to Joanne Kenworthy these are some aspects of pronunciation;

1. Sounds

   These are two types, vowels and consonants. Vowels and consonants perform different functions in the syllable. Each syllable has a vowel at its centre (s*a*lt, t*a*ble, etc.) and the consonants 'surround' the vowel, preceding it and cutting it off.

[33] Robert Kirchner, *Phonetics and phonology: understanding the sounds of speech*, University of Alberta, p. 10.

[34] Zahra Farmand and Behzad Pourgharib, *The Effect of English Songs on English Learners Pronunciation, loc. cit.*

[35] Nunan, *"Practical English Teaching"* in Zahra Farmand and Behzad Pourgharib, *The Effect of English Songs on English Learners Pronunciation*, Islamic Azad University and Golestan University, Golestan, Iran. vol. 2, 2013, p. 841.

2. Combination of sounds

   Sometimes sounds occur in a groups, like two consonants occur at the end of the word ‘sa*lt*’. When this happens within the word it is called consonant cluster.

3. Lingkage sounds

   When the English speaker speak smoothly from one word to the next and do not pause between each word.

4. Word stress

   When an English word has more than one syllable (a ‘polysillabic’ word) one of these is made to stand out more than the other(s). This is done by saying that syllable slightly louder, holding the vowel a little longer and pronouncing a consonant very clearly. These features combine to give that syllable prominence or stress. In ‘table’, ‘isn’t’, and ‘any’ the first syllable are stress.

5. Rhythm

   English speech resembles music in that it has a beat. There are groups of syllables, just like bars and music, and within each group there are strong beats to fall on nouns, verbs, adjectives and adverbs (words that carry a lot of meaning) and for the weak beatsto fall on prepositions, articles, and pronouns (words with a grammatical function).

6. Weak forms

   When a word with only one syllable is unstressed in a sentence, its pronunciation is often quite different from when it is stressed. The definite

article ‘the’ is an example. when said by itself or stressed, the vowel would sound like the one in ‘me’, but when it is unstressed the vowel will be quite short and indistinct. So, when a word has a special pronunciation in unstressed position that is known as its weak form.

7. Sentence stress

   Speaker often decide that they want to give more or less prominence to a particular word. A word may be given less weight because it has been said already, or it may be given more weight because the speaker wants to highlight it.

8. Intonation

   Speech is also like music in that it use change in pitch, speakers can change the pitch of their voice as they speak, making it higher and lower in pitch at will. They can even jump up suddenly in pitch as singer do. So speech has a melody called intonation. The two basic melodies are rising and falling.[36]

6. Phonetic and Phonology

1) Phonetic

Phonetic is concerned with describing the speech sounds that occur in the languages of the world. We want to know what these sounds are, how they fall into patterns, and how they change in different circumtances. Most importantly, we want to know what aspects of the sounds are necessary for conveying the meaning of what is being said. The first job of a phonetician is, therefore, to try to

[36] Joanne Kenworthy, *Teaching English Pronunciation*, (New York:Longman Inc. 1987), p. 9.

find out what people are doing when they are talking and when they are listening to speech.[37]

Phonetics is the scientific study of speech. The central concerns in phonetics are the discovery of how speech sounds are produced, how they are used in spoken language, how we can record speech sounds with written symbols and how we hear and recognise different sounds. In the first of these areas, when we study the production of speech sounds we can observe what speakers do (articulatory observation) and we can try to feel what is going on inside our vocal tract (kinaesthetic observation). The second area is where phonetics overlaps with phonology: usually in phonetics we are only interested in sounds that are used in meaningful speech, and phoneticians are interested in discovering the range and variety of sounds used in this way in all the known languages of the world. This is sometimes known as linguistic phonetics. Thirdly, there has always been a need for agreed conventions for using phonetic symbols that represent speech sounds; the International Phonetic Association has played a very important role in this.[38]

Based on the explanation from those experts, the researcher conclude that phonetic is the study of language speech sound that concerned with phisycal properties of speech sounds, about how mouth producing certain sounds and the characteristic of resulting soundwave.

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[37] Peter Ladefoged, *A Course in Phonetics*, (United State of America: Harcourt Brace Jovanovich, 1982), p. 1.

[38] Peter Roach, *English Phonetic and Phonology*, (4th edition, New York: Cambridge University Press, 2009), p. 66.

2) Phonology

Phonology is the study of speech sounds in language the sounds themselves, how they are produced, and how they work together as a system in a particular language. Phonology can be an incredibly detailed and complex subject.[39] Based on Odden, he said that Phonology is one of the core fields that composed the discipline of linguistic, which is defined as the scientific study of language structure. In other words, phonology is the study of sound structure in language.[40]

Based on the explanation from those experts, the researcher conclude that Phonology is the study of speech sound in analyse the sound system and the phonemic of the language.

7. Pronunciation Ability

Pronunciation ability is profoundly influenced by the same underlying processes, namely, permeability of ego boundaries.[41] The aim of learning pronunciation from learner point of view is the ability to produce a sound like native speaker of English and achieving fluency and accuracy as well.[42]

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[39] Marla Tritch Yoshida, *Understanding and Teaching the Pronunciation of English*, p. 17.

[40] David Odden, *Introducing Phonology,* (Cambridge:Cambridge University Press, 2005).

[41] Alexander Z. Guiora, et.all., *The Effects of experimentally Induced changes in Ego States on Pronunciation Ability in a Second Language: An Exploratory Study*, Comprehensive Psychiatry, Vol. 13, 1972, p. 421.

[42] Marjan Salimi, et.all., *Self Assessment Of Pronunciation And Itsimpact On efl Learners' Pronunciation Ability*, Abadeh Branch, Islamic Azad University, Iran, vol. 6, 2014, p. 610.

9. Definition of Singing

Singing is the production of musical tones by means of the human voice. In its physical aspect, singing has a well defined techniques that depends on the use of the lungs, which act as an air supply, or bellows; on the larynx, which acts as a reed or vibrator; on the chest and head cavities, which have the function of an amplifier, as the tube in a wind instrument; and on the tongue, which together with the palate, teeth, and lips articulate and impose consonants and vowels on the amplified sound.[43]

Singing is the act of producing musical sounds with the voice and augments regular speech by the use of sustained tonality, rhythm and a variety of vocal techniques.[44] Singing is speech that is continuous and at specific pitch levels.[45]

10. Singing Concept

The singer should be able to recognize good performances and verbalize what qualities that make them good. In order to do this, the singer should be equipped with the tools with which to make these decision. Below are the understanding of performance concepts:

1) *Technical accuracy*: How accurately the notes and rhythms are reproduced.
2) *Intonation:* How well the singer are in tune with each other and with the written pitches.

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[43] The Editors of Encyclopedia Britanica, Singing, accesses on (online:https:// www.britanica.com/art/singing), Oktober, 1st 2018.

[44] Wikipedia, defenition of singing, accessed on (online:https://en.m.wikipedia.org /wiki/singing), Oktober 1st 2018.

[45] Patti DeWitt, *The Singing Musician*, (Texas,Richmond:2004), p. 4.

3) *Balance:* How equally the voices and the voice parts are projected.
4) *Blend:* How even the sound is (no individual voices sticking out).
5) *Dynamics:* How loud or soft the music is performed.
6) *Tone:* the quality of the sound (full, thin, weak, breathy, harsh, and so on).
7) *Phrasing:* How musically the melodic line is performed.
8) *Tempo:* The speed at which the music performed.
9) *Interpretation:* How choir presents the mood of the music.
10) *Diction:* How word are pronounced (Vowel and Consonant).[46]

According Zoltan Kodaly, there are some components of vocal technique such as; posture/alignment, respiration, phonation and registers, resonance, and expression.[47]

1) *Posture/Alignment*. Singing with good posture must become habitual if vocal development is to be successful. The key elements of good posture are 1) spine extended, 2) shoulders back and down, 3) sternum (or rib cage) lifted, 4) head level and held high, and 5) relaxation.
2) *Breathing* (breathing motion and breath management). There are two aspects of respiration which are important to vocal development - breathing motion and breath management. Young singers must be instructed not to raise the shoulders or take in a shallow breath.

[46] Patti Dewitt. DMA, *The Singing Musician*, (Texas: Richmond, 2004), p. 23.
[47] Zoltan Kodaly, *Vocal and Choral Techniques*, p. 2.

3) *Phonation/Registration/Placement* (heavy mechanism and light mechanism). For the young singer, finding the "head voice" is the next crucial step and one which eludes some children for many years.
4) *Tone production (resonation)* which is rich and resonant can be addressed as opportunities occur in the repertoire (K – 2). Important concepts include:
   - vowels sustain tone - pure and steady like a “Laser Beam” - "sing through the notes".
   - Open The Spaces - raised soft palate and low, relaxed larynx.
   - Shape The Vowels – unified; corners in; dropped jaw.
5) *Diction* is addressed primarily through attention to word meaning.

8. English Song

Based on the dictionary, song is also the act of singing, or singing when considered generally.[48] Song or singing is music on the level of acoustic-perception where as the signals produced by musical instruments differ significantly from singing in terms of generation.[49] Songs are a kind of art work which intend to be sung either with or without instrumental accompaniments.[50]

Thus, the researcher conclude that English song is a piece of music with English words that are sung by the speaker which called as a singer.

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[48] Cambridge Dictionary, accessed on online:https//dictionary.cambridge.org. January, 2nd 2019.

[49] Garcia Lopez and Gavilan Bouzas, 2010 in Markus Christiner and Susanne M. Reiterer, *Song and Speech: examining the the link between singing talent and speech imitation ability*, vol. 4, 2013, p. 2.

[50] Ratnasari in Fariba Ghanbari, *The Effect of English Songs on Young Learner’s Listening Comprehension and Pronunciation*, vol. 6, 2014, p. 338.

9. Multisensory Learning

Multi-sensory learning is the ability to manipulate or use a material to create something while using one's senses to make connection to achieve the task at hand. Multi-sensory learning is a style of learning that is easy to access, because it is done with our own bodies It is important for students to work in this way because they are able to connect academics with real life things, while experiencing it all through their senses.[51]

Visual and auditory information are integrated in performing many tasks that involve localizing and tracking moving objects. Multisensory interactions are ubiquitous in the nervous system and occur at early stages of perceptual processing. There are numerous brain areas and pathways for multisensory interactions, ranging from the brain stem to early sensory cortical areas, to association and other cortical areas, including feedforward and feedback pathways. Multisensory stimulation has been argued to provide a redundancy that is crucial for extracting information that would not be possible based on unisensory stimulation alone in early infancy. For example, Bahrick and Lickliter showed that 5-month-old infants could discriminate visually presented rhythms only if they were habituated with auditory–visual presentations of the rhythm and not when habituated with visual-only or auditory- only presentations of rhythm.

[51] Tiffany Schardt, *The Importance of Teaching Young Children Academics Through Multy-sensory Activities,* Dominican University of California, p.5

In conclude, multisensory training can be more effective than similar unisensory training paradigms.[52]

C. Hypothesis

There are two hipotheses of this research, they are:

1. (Ho) : The pronunciation ability of the good English singer students from English department is not better than the good English singer students from Non English department students in IAIN Palopo.
2. (H_a) : The pronunciation ability of the good English singer students from English department is better than the good English singer students from Non English department students in IAIN Palopo.

[52] Ladan Shams and Aaron R. Seitz, *Benefits of multisensory learning*, Department of Psychology, University of California, p. 2

CHAPTER III

RESEARCH METHOD

A. Method and Design of the Research

In this research the researcher used quantitative method that is causal-comparative. Quantitative method is a process to find the knowledge using data in number as a tool to analyze the statement that want to be known.[53] This method was suitable in this research to analyze the numerical data to explain the result of the research. Causal-comparative research attempts to determine the cause, or reason, for existing diffrences in the behavior or status of groups of individual.[54] This research design is used to compare the pronunciation ability between the good English singer students from English department and the good English singer students from non English department students in IAIN Palopo.

B. Subject of The Research

Here are the following subject of this research;

Table 3

Table of the subject of the research

Respondent's Department	Total
English department	8
Mathematic	1

[53] Kasiram, *Metodology Penelitian Kualitatif dan Kuantitatif*, in Drs. Kunjojo, M.Ed, *Metodologi penelitian*, (Kediri: Universitas Nusantara PGR, 2009), p. 11.

[54] L.R Gray, et.all., *Educational Research:Competencies for Analysis and Applications*, (Australia: Pearson Merril Prentice Hall, 2006), p. 12

PGMI	1
KPI	2
BKI	2
EKIS	2
PBS	2
Arabic	1
HKI	1

In this research, the researcher applied the purposive sampling technique in taking sample. The purpose was to take a sample based on the scope of the research. The purposive sampling was sampling technique that is used on the researches that more focus on the purpose of the research than the characteristic of the population in determining research sample.[55] The researcher took total 20 samples of students from Endepts' Got Talent event, especially from singing contest and from students' art organization of IAIN Palopo that has ability in singing an English song. The researcher found some representatives from each faculty, there were 11 students from Tarbiyah Faculty, 4 students from Ushuluddin, Adab and Dakwah Faculty, 4 students from Economics and Banking Faculty, and 1 student from Syariah Faculty. Then, from all of the representatives there were 8 English department students and 12 non English department students.

[55] Burhan Bungin, *Metodologi Penelitian Kuantitatif*, (Jakarta: Prenada Media, 2005), p. 115.

C. Research Instrument

The instrument in this research was the test. That was the word list reading task. The words that consist in the word list reading task was the words from the lyric of the song that had been sung by the respondents. The researcher took the words based on the focus sound of this research and the words that are familiar on the English song. There were 20 words from 6 sounds. That was 4 words from voiced, fricatives, dental /ð/ sound, 4 words from voiceless, fricatives, dental /θ/ sound, 4 words from voiceless, fricative, alveo-palatal /ʃ/ sound, 4 word from voiceless, affricate, alveo-palatal /tʃ/ sound, 3 words from voiced, affricate, alveo-palatal /ʤ/ and 1 word from voiced, fricative, alveo-palatal /ʒ/ sound.

D. Procedure of Collecting Data

In collecting data, the researcher did some procedure. Firstly, the researcher chose some samples from each faculty for two weeks. Secondly, the researcher gave them word list reading task and the researcher gave the students time to read the test once, and recorded their voice when they read the test. Thirdly, the resarcher analyzed the result of the students pronunciation that have recorded from the test especially in pronouncing the Dental /ɵ/ and /ð/ and alveo-palatal /ʃ/, /ʤ/, /ʒ/, /tʃ/ sound. The scoring instrument of students' pronunciation sound that the researcher used was validated by the expert. The experts of pronunciation here was she that had conducted a research about pronunciation.

E. Technique of Data Analysis

Based on the purpose of this research that to compare the pronunciation ability of the good English singer students from English department and the good English singer students from non English department in IAIN Palopo, the researcher used causal-comparative design in singular variation classification analysis. This technique was used to analyze the data of reading test score. To know the correct pronunciation of the sound from the test and to compare the pronunciation of the respondent that had been recorded with the correct pronunciation, the researcher used online Cambridge Advanced Learners's Dictionary Third Edition application. In scoring the pronunciation, the researcher just counted how many sounds that correct from the students' recording by the instruction of the expert.

To analyze the problem, the researcher used technique of data analysis as follows:

1. Analytical technique comparative test "t" (students' test) by the formula :

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

M_1 = Mean score of students' pronunciation ability of the good English singer from English department

M_2 = Mean score of students' pronunciation ability of the good English singer from non English department

$SE_{M_1-M_2}$ = Standard Error comparative mean of sudents' pronunciation from English department and non English department .

This technique is used to analyze the truth of the hypothesis in this research. If the result of t_{count} (t_0) = / > t_{table} (t_t) it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. If the result of t_{count} (t_0) < t_{table} (t_t) it means that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

2. To find out the mean score and standard deviation of pronunciation of the good English singer from English department and non English department students in IAIN Palopo the researcher used SPSS 15.
3. To find out standard error of English department students, the researcher used the following formula:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1-1}}$$

4. To find standard error of non English department students, the researcher used the following formula:

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2-1}}$$

5. To find out standard Error comparative mean of students' prounciation from English department and non English department, the researcher used the following formula:

$$SE_{M_1-M_2} = \sqrt{SE_{M_1}{}^2 + SE_{M_2}{}^2}$$

6. Examine the correctness/artificiality of both of the hypothesis with comparing the amount of t test of accumulation (to) and t_t that include on table score "t" with deciding *degrees of freedom* (df) first, by using following formula:

   df or db = (N1+N2) - 2

By the result of df or db, it can find the price of t table on significant level 5% or 1%. If the result of t test (t_0) = / > t_{table} (t_t) it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. If the result of t test (t_0) < t_{table} (t_t) it means that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings and discussion about the result of the research based on research question that was mentioned in chapter one, how is the pronunciation ability of the good English singer students of English department compared to the good English singer students of non English department in IAIN Palopo.

The sequence analysis of this research is based on word list reading task for students' pronunciation. Every analysis is accompanied with the phonetic transcription of word production by students where the variation occurs.

A. *Findings*

1. The Students' production sound based on word list reading task;

Table 4.1

Spelling students frequency of *correct* /ð/ sound

No.	The target sound of word	Frequency of correct	Percentage
1.	This /ðɪs/	8	40
2.	Without /wɪˈðaʊt/	5	25
3.	Another /əˈnʌðər/	4	20
4.	Rhythm /ˈrɪðəm/	4	20
Total		**21**	**105**
Mean			**26,25**

Based on the result of students' production sound at word list reading task for voiced, fricatives, dental **/ð/** sound at table 4.1, it shows, there were 8 students 40%) that correct in pronouncing word "This" /ðɪs/. There were 5 students (25%) that correct in pronouncing word "Without" /wɪˈðaʊt/. There were 4 students (20%) that correct in pronouncing word "Another" /əˈnʌðər/. There were 4 students (20%) that correct in pronouncing word "Rhythm" /ˈrɪðəm/.

Table 4.2

Spelling students frequency of *correct* /θ/ sound

No.	The target sound of word	Frequency of correct	Percentage
1.	With /wɪθ/	9	45
2.	Everything /ˈev.ri.θɪŋ/	11	55
3.	Something /sʌmθɪŋ/	7	35
4.	Nothing /nʌθɪŋ/	11	55
Total		**38**	**190**
Mean			**47,5**

Based on the result of students' production sound at word list reading task for voiceless, fricatives, dental /θ/ sound at table 4.2, it shows that there were 9 students (45%) that correct in pronouncing word "With" /wɪθ/. There were 11 students (55%) that correct in pronouncing word "Everything" /ˈɛvriˌθɪŋ/. There were 7 students (35%) that correct in pronouncing word "Something" **/sʌmθɪŋ/.** There were 11 students (55%) that correct in pronouncing word "Nothing" /nʌθɪŋ/.

Table 4.3

Spelling students frequency of *correct* /ʃ/ sound

No.	The target sound of word	Frequency of correct	Percentage
1.	Shares /ʃerz/	19	95
2.	Shout /ʃaʊt/	16	80
3.	Ocean /ˈoʊʃən/	18	90
4.	Caution /ˈkɔʃən/	18	90
Total		**71**	**355**
Mean			**88,75**

Based on the result of students' production sound at word list reading task for voiceless, fricative, alveo-palatal /ʃ/ sound at table 4.3, It shows that there were 19 students (95%) that correct in pronouncing word "Shares" /ʃɛrz/. There were 16 students (80%) that correct in pronouncing word "Shout" /ʃaʊt/. There were 18 students (90%) that correct in pronouncing word "Ocean /ˈoʊʃən/. There were 18 students (90%) that correct in pronouncing word "Caution" /ˈkɔʃən/.

Table 4.4

Spelling students frequency of *correct* /tʃ/ sound

No.	The target sound of word	Frequency of correct	Percentage
1.	Future /ˈfjuʧər/	20	100
2.	Search /sɜr:ʧ/	18	90
3.	Touch /tʌʧ/	20	100
4.	Catching /ˈkæʧɪŋ/	20	100
Total		**78**	**390**
Mean			**97,5**

Based on the result of students' production sound at word list reading task for voiceless, affricate, alveo-palatal /tʃ/ sound at the table 4.4, it shows that there were 20 students (100%) that correct in pronouncing word "Future" /ˈfjuʧər/. There were 18 students (90%) that corect in pronouncing word "Search" /sɜrʧ/. There were 20 students (100%) that correct in pronoucing word "Touch" /tʌʧ/. There were 20 students (100%) that correct in pronouncing word "Catching" /ˈkæʧɪŋ/.

Table 4.5

Spelling students frequency of *correct* /ʤ/ and /ʒ/ sound

No.	The target sound of word	Frequency of correct	Percentage
1.	Just /ʤʌst/	20	100
2.	Apologize /ˈəpaləʤaiz/	19	95
3.	Edge /eʤ/	18	90
Total		**57**	**285**
Mean			**95**
4.	Illusion /ɪˈluʒən/	2	10

Based on the result of students' production sound at word list reading task for voiced, affricate, alveo-palatal /ʤ/ and voiced, fricative, alveo-palatal /ʒ/ sound at the table 4.4, it shows that there were 20 students (100%) that correct in pronouncing word "Just" **/ʤʌst/.** There were 19 students (95%) that correct in pronouncing word "Apologize" /ˈəpləʤaiz/. There were 2 students (10%) that correct in pronouncing word "Illusion" /ɪˈluʒən/.

In conclusion, based on table 4.1, 4.2, 4.3,4.4, and 4.5 most of the students frequency of correct spell in pronouncing words at voiceless, affricate, alveo-

palatal /**tʃ**/ sound that shows almost all of words at these sound are correct. Then, most of students frequency of incorrect spell in pronouncing words at voiced, fricatives, dental **/ð/** sound and at voiced, fricative, alveo-palatal /**ʒ**/ sound that show only 8 (40%) from most of students that correct in pronouncing voiced, fricatives, dental **/ð/** sound and only 2 (10%) from most of students that correct in pronouncing voiced, fricative, alveo-palatal /**ʒ**/ sound.

2. The result of students' production sound based on the department

   a. Students' frequency of correct at /ð/ sound

Table 4.6

Study Program	The target sound of word	Frequency	Percentage
English Department	1. This /ðɪs/	6	75
	2. Without /wɪˈðaʊt/	4	50
	3. Another /əˈnʌðər/	3	37,5
	4. Rhythm /ˈrɪðəm/	3	37,5
Total		**16**	**200**
Mean			**50**
Non English Department	1. This /ðɪs/	2	16,6
	2. Without /wɪˈðaʊt/	1	8,3
	3. Another /əˈnʌðər/	1	8,3
	4. Rhythm /ˈrɪðəm/	1	8,3
Total		**5**	**41,5**
Mean			**10,375**

Based on the students' correct sound at voiced, fricatives, dental /ð/ sound at table 4.6, it shows that most of students were incorrect in pronouncing English word of /ð/ sound. It was possible that some of students thought that this sound was difficult for them. The respondents from English study program are 8

students. The result shows many of them were corect in pronouncing /ð/ sound than students from non English department. Three of students from English department who were correct in pronouncing that sound had been learned about the theory of pronunciation before and had been taken an English course. The researcher assumed that it could effect the result of their test.

b. Students' frequency of correct at /θ/ sound

Table 4.7

Department	The target sound of word	Frequency	Percentage
English Department	1. With /wɪθ/	6	75
	2. Everything /ˈev.ri.θɪŋ/	6	75
	3. Something /sʌmθɪŋ/	4	50
	4. Nothing /nʌθɪŋ/	7	87,5
Total		**23**	**287,5**
Mean			**71,875**
Non English Department	1. With /wɪθ/	3	25
	2. Everything /ˈev.ri.θɪŋ/	5	41,6
	3. Something /sʌmθɪŋ/	2	16,6
	4. Nothing /nʌθɪŋ/	4	33,3
Total		**14**	**116,5**
Mean			**29,125**

Based on the students' correct sound at voiceless, fricatives, dental /θ/ sound at table 4.7, it shows that from 8 students' of English department, the most students' correct sound in /θ/ sound were from English department. Even the total students that correct in this sound were more than the total of the students that correct in /ð/ sound, from English department and from non English deprtment.

the researcher assumed that this /θ/ sound may be easier than /ð/ sound for students.

c. Students' frequency of correct at /ʃ/ sound

Table 4.8

Study Program	The target sound of word	Frequency	Percentage
English Study Program	1. Shares /ʃerz/	8	100
	2. Shout /ʃaʊt/	7	87,5
	3. Ocean /ˈoʊʃən/	8	100
	4. Caution /ˈkɔʃən/	8	100
Total		**31**	**387,5**
Mean			**96,875**
Non English Study Program	1. Shares /ʃerz/	11	91,6
	2. Shout /ʃaʊt/	9	75
	3. Ocean /ˈoʊʃən/	10	83,3
	4. Caution /ˈkɔʃən/	10	83,3
Total		**40**	**333,2**
Mean			**83,3**

Based on the students' correct sound at voiceless, fricative, alveo-palatal /ʃ/ sound at table 4.8, it shows that from 8 students of English department, only one student that incorrect in one of word of that sound. Then, the total correct sound of students from non English department also increased. It means that this sound was easier to pronounce than /θ/ sound for students.

d. Students' frequency of correct at /tʃ/ sound

Table 4.9

Study Program	The target sound of word	Frequency	Percentage
English Study Program	1. Future /ˈfjuʧər/	8	100
	2. Search /sɜr:ʧ/	7	87,5
	3. Touch /tʌʧ/	8	100
	4. Catching /ˈkæʧɪŋ/	8	100
Total		**31**	**387,5**
Mean			**96,875**
Non English Study Program	1. Future /ˈfjuʧər/	12	100
	2. Search /sɜr:ʧ/	11	91,6
	3. Touch /tʌʧ/	12	100
	4. Catching /ˈkæʧɪŋ/	12	100
Total		**47**	**391,6**
Mean			**97,9**

Based on the students' correct sound at voiceless, affricate, alveo-palatal /tʃ/ sound at table 4.9, it shows that only one students from English department that incorrect in pronouncing this sound in one of the word, and that was same as students from non English department. It means that this sound was easier to pronounce than /ð/, /θ/, and /ʃ/ sound for students.

e. Students' frequency correct at /ʤ/ and /ʒ/ sound

Table 4.10

Study Program	The target sound of word	Frequency	Percentage
English Study Program	1. Just /ʤʌst/	8	100
	2. Apologize /ˈəpaləʤaiz/	8	100

	3. Edge /edʒ/	8	100
Total		**24**	**300**
Mean			**100**
	4. Illusion /ɪˈluʒən/	1	12,5
Non English Study Program	1. Just /dʒʌst/	12	100
	2. Apologize /ˈəpalədʒaiz/	11	91,6
	3. Edge /edʒ/	10	83,3
Total		**33**	**274,9**
Mean			**91,63**
	4. Illusion /ɪˈluʒən/	1	8,3

Based on the students' correct sound at voiced, affricate, alveo-palatal /dʒ/ sound and at voiced, fricative, alveo-palatal /ʒ/ sound at table 4.10, it shows that for /dʒ/ sound, all of students from English department are correct in pronouncing that sound. Then, most of students from non English department are also correct in pronouncing that sound. In the other hand, most of students are incorrect in pronouncing /ʒ/ sound, from English and non English department. Only one student who was correct from English department and one student that correct from non English department in pronouncing /ʒ/ sound. It means that /ʒ/ sound was the most incorrect sound that students' pronounced.

f. The percentage of students' correct sound in pronouncing dental /ɵ/ and /ð/ and alveo-palatal /ʃ/, /tʃ/, /dʒ/, /ʒ/, sound based on their study program.

Table 4.11

Study Program	Target Sound	Percentage
English Study Program	1. voiced, fricatives, dental /ð/ sound	50
	2. voiceless, fricatives, dental /θ/ sound	71,875
	3. voiceless, fricative, alveo-palatal /ʃ/ sound	96,875
	4. voiceless, affricate, alveo-palatal /tʃ/ sound	96,875
	5. voiced, affricate, alveo-palatal ʤ/ sound	100
	6. voiced, fricative, alveo-palatal /ʒ/ sound	12,5
Mean		**71,354**
Non English Study Program	1. Voiced, fricatives, dental /ð/ sound	10,375
	2. Voiceless, fricatives, dental /θ/ sound	29,125
	3. Voiceless, fricative, alveo-palatal /ʃ/ sound	83,3
	4. Voiceless, affricate, alveo-palatal /tʃ/ sound	97,9
	5. Voiced, affricate, alveo-palatal ʤ/ sound	91,63
	6. Voiced, fricative, alveo-palatal /ʒ/ sound	8,3
Mean		**53,43**

Based on the table 4.11, students' correct sound in pronouncing dental /ɵ/ and /ð/ and alveo-palatal /ʃ/, /ʧ/, /ʤ/, /ʒ/, sound based on their department showed that the most incorrect sound is /ʒ/ sound that only 12,5% student correct in pronouncing that sound from English and only 8,3% from non English department. After that there is /ð/ sound that most of students in non English department were incorrect in pronouncing that sound and only most of students from English department that correct in pronouncing that sound. Then, the sounds that most of students from English department and non English department were correct in pronouncing that sounds are /ʧ/ and /ʤ/ sound. Based on the mean of percentage students' correct sound, it shows that students who were from English department had more correct than the students from non English department.

3. The statistic result of pronunciation score from English department and non English department students in IAIN Palopo.

Table 4.12

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ENGLISH_DEPARTMENT	8	50	100	79,38	15,910
NON_ENGLISH_DEPARTMENT	12	40	80	57,08	13,222
Valid N (listwise)	8				

4. Standard error of English department students

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$= \frac{15{,}910}{\sqrt{8-1}}$$

= 6,013

5. Standard error of non English department students

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$= \frac{13,222}{\sqrt{12-1}}$$

$$= 3,986$$

6. Standard Error comparative mean of students' prounciation from English department and non English department

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}{}^2 + SE_{M_2}{}^2}$$

$$= \sqrt{6,013^2 + 3,986^2}$$

$$= 52,044$$

7. Find out the t test (t_0)

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$$= \frac{79,38 - 57,08}{52,044}$$

= 78,283

8. Hypothesis testing

After the t test (t_0) is founded, to examine the correctness/artificiality of both of the hypothesis with comparing the amount of t test of accumulation (to)

and t_t that include on table score "t" with deciding *degrees of freedom* (df) using formula df/db = $N_1+N_2 - 2$. Where df/db = 8+12 – 2 =18, then the score is consulted into t table (see on appendices). If the result of t test (t_0) = / > t_{table} (t_t) it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. If the result of t_{count} (t_0) < t_{table} (t_t) it means that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

Based on the t table, where df = 18 in significant level 1% t table (t_t) = 2,88 and in significant level 5% t table (t_t) = 2,10. After the score t_{count} (t_0) = 78,283 is found, then the score of t_{count} (t_0) is consulted to t_{table} (t_t).

Therefore, in significant level 5% where df = 18, (t_0) = 78,283 > (t_t) = 2,10. It is indicated that the alternative hypothesis H_1 is accepted and the null hypothesis H_0 is rejected. It means that the pronunciation ability of the good English singer students from from English department is better than pronunciation ability of the good English singer students from non English department in IAIN Palopo.

B. Discussions

The researcher had explained as the reason of the researcher took this research in the background, that there are a lot of ways or media in learning pronunciation, one of them was singing and some students at IAIN Palopo also liked to sing an English song. Students who could sing English song used it to learn and practice their pronunciation. Students thought that it was the fun and easy way to learn and practice their pronunciation. The researcher also found that students who liked and could sing an English song always joined in singing competition and be the winner. The students who could sing an English song and

be the winner in the singing English competition not only from English department but also from Non English department. It could be proved in Endepts' got talent Event that for the last three years the winners are from non English department of the singing contest were more than English department.

In singing assessment, there was aspect of pronunciation that should be attention by the adjudicator. The researcher assumed that the winner of the English singing contest should have good pronunciation because it was assessed on that competition. Based on that reason, this research purposed to compare the pronunciation ability of the good English singer students from English department and the good English singer students from non English department who could sing an English song. The hypothesis in this research are H_0 = The pronunciation ability of the good English singer students from English department is not better than the good English singer students from Non English department students in IAIN Palopo. (H_a) = The pronunciation ability of the good English singer students from English department is better than the good English singer students from Non English department in IAIN Palopo.

Based on the result of the pronunciation test, the highest students' score in the first rate at the table 4.4 was at voiceless, affricate, alveo-palatal /tʃ/ sound with the mean percentage is 97,5%. Second, it was at voiced, affricate, alveo-palatal /dʒ/ sound at table 4.5 with the mean percentage is 95%. The third, it was at voiceless, fricative, alveo palatal /ʃ/ sound with the mean percentage is 88,75%. Then, the sounds that most incorrectly pronounced were at voiced, fricative, alveo-palatal /ʒ/ sound at table 4.5 which only 2 students (10%) that can

pronounce the word correctly, and at voiced, fricative, dental /ð/ sound at table 4.1 with the mean percentage correct is 26,25%. Then, there is voiceless, fricative, dental /θ/ sound with the mean percentage correct is 47,5%.

At the table 4.11, the mean percentage score of students' correct sound from English department was higher than the mean percentage score of students' correct sound from non English department. The higher score of students from English department is 100 and the higher score of students from non English department is 80. Then, the lowest score of students from English department is 50 and the lowest score of students from non English department is 40. The researcher also found the siginificant differences in mean score of students, that mean score of students from English department is 79,38 and the mean score of students from non English department is 57,08.

The result of the data analysis showed that in significant level 5% where df = 18, $(t_0) = 78{,}283 > (t_t) = 2{,}10$. It is indicated that the alternative hypothesis H_a is accepted and the null hypothesis H_0 is rejected. It means that the pronunciation ability of the good English singer students from English department is better than pronunciation ability of the good English singer students from non English department in IAIN Palopo.

In Chapter II the researcher had discussed that singing an English song could be used to learn and practice students' pronunciation based on the previous research. Sari Gebi Meltia (2016) in her research stated that there is effect of singing performance on students' pronunciation of English Department student.[56]

[56] Sari Gebi Meltia, Op. Cit. P. 8

The result of this research showed that English department students who can sing English song have good pronunciation but only for students who also have good English ability. In line with this research, the result of this research showed that English department students who could sing an English song have good pronunciation but they also had good ability in English. However, there was student from English department students who could sing English song but did not have good pronunciation and got low score on the test. That was respondent 11. It was because they also did not have good ability in English.

Then, there is Dian Pipit Saputri (2014) in her research stated that there is the significant correlation between habit in singing English song and the mastery of pronunciation.[57] The result of this research showed that habit in singing can effect students' pronunciation. This research agrees with the result of that research because it is same with the result of this research that showed students from English department who can sing an English song have better pronunciation that students from non English department. It was because students from English department always practice their pronunciation after learn the theory by singing English song.

There are some factors that can effect the pronunciation of the good English singer students from English department was higher than the pronunciation of the good English singer students from non English department. Firstly, it was based on their study background. English department students have responsibility to be expert in English, so they should learn English from the basic

[57] Dian Pipit Saputri, Op. Cit. P. 7

and in all of aspect in English. That was same as students who learned pronunciation. Students from English department learned pronunciation from their subject of study. They also often heard English in learning process in the class. Secondly, it was based on their method in learning pronunciation. They practiced their pronunciation by singing English song with learned the pronunciation of the word on the lyric based on the theory and sometimes based on what their found in learning process in the class. Thirdly, it was based on their environment. Through the environment, students will do habitual in listening and speaking English that can effect their English especially pronunciation ability. Lastly, it was based on their interesting in learning pronunciation.

Here some factors that can effect the pronunciation ability of students from non English department was lowest than students from English department. The first was based on their study background. Students from non English depatment was not focus in English study. Because of that, they just learned English in general in the class and not specific to each skill in English. It made them less knowledge about English and it was different with students from English department who had focus on English study. The second was based on their method in learning pronunciation. Students from non English department just learned pronunciation using English song and by singing English song. The way they learned the pronunciation of the word on the lyric also just by what they heard and that was not based on the theory or based on the phonetic symbol that should they read. It could effect their ability in pronouncing the word, because every students had different skill in listening English. Beside, just use auditory in

learning is not enough for students. In line with Ladam S and Aaron R.S who stated that multisensory training can be more effective than similar unisensory training paradigms.[58] Then, what students' hear did not mean that it was same as the sound that they produce when they were speaking or singing. They still needed to learn how to read the phonetic symbol of the word to make them pronounce the sound of the word correctly. In the other hand, one of students from non English department got high score from the test. That is respondent 6. She got high score from the test because she learn pronunciation from the course. She also has good English because she learned English in the course.

Based on the explanation above, the researcher concluded that there are some factors that caused the pronunciation ability of students from English department was better than pronunciation ability of students from non English department. That were, because of their study background, their method or the way they learn pronunciation, their environment, and their interesting in learning English. Then, all of students in this research could sing English song. Because of that, they sing English song to practice and learn pronunciation. In the other side, singing English song was not enough for students in learning pronunciation because the first thing that they have to know is matery about pronunciation itself.

[58] *Ibid.*, p. 5

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher conluded that the pronunciation ability of the good English singer students from English department is better than the good English singer students from non English department. It is because the students from English department learned pronunciation from the theory and from all of aspect in learning English. The score of t_{count} (t_0) = 78,283 that is higher than t_{table} (t_t) = 2,10. It is indicated that the alternative hypothesis H_a is accepted and the null hypothesis H_0 is rejected.

B. Suggestion

Based on the conclusion above, the researcher would like to gave some suggestion as follows;

1. For the students

In learning, every students should learn all of skill and competence in learning English especially pronunciation. For example in learning prounciation, students need to use multisensory in learning. They should learn how to pronounce a sound, write and read the phonetic symbol, then listen and comprehend what they hear.

2. For the teacher

The English teacher should apply all of skill in teaching English, such as listening, speaking, reading, and writing. Teacher should teach not only by listening because students also need to know how to read, write, then speak.

3. For the further researcher

The researcher realized that this research still have some deficiency at all. Because of that, the researcher suggest to the futher researcher who has related research with this research, to cunduct a research that can give many positif impact in teaching and learning.

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APPENDICES

TABLE OF RESULT STUDENTS PRODUCTION

Voiced, fricatives, dental **/ð/** sound in word list reading task

Respondent	This /ðɪs/	Without /wɪˈðaʊt/	Another /əˈnʌðər/	Rhythm /ˈrɪðəm/
1	/dɪs/	/wɪˈdaʊt/	/aˈnʌdər/	/ˈrɪdəm/
2	/dɪs/	/wɪˈdaʊt/	/əˈnodər/	/ˈrɪdɪm/
3	/ðɪs/	/wɪˈðaʊt/	/əˈnʌdər/	/ˈrɪdəm/
4	/dɪs/	/wɪˈdaʊt/	/əˈnodər/	/ˈrɪdəm/
5	/dɪs/	/wɪˈdaʊt/	/əˈnʌdər/	/ˈrɪtəm/
6	/dɪs/	/wɪˈdaʊt/	/əˈnʌdər/	/ˈrɪðəm/
7	/ðɪs/	/wɪˈdaʊt/	/əˈnʌdər/	/ˈrɪðəm/
8	/ðɪs/	/wɪˈðaʊt/	/əˈnodər/	/ˈreɪtəm/
9	/ðɪs/	/wɪˈðaʊt/	/əˈnʌðər/	/ˈrɪdəm/
10	/ðɪs/	/wɪˈdaʊt/	/əˈnʌðər/	/ˈrɪðəm/
11	/dɪs/	/wɪˈdaʊt/	/əˈnodər/	/ˈrɪtəm/
12	/dɪs/	/wɪˈdaʊt/	/əˈnʌtər/	/ˈrɪdəm/
13	/dɪs/	/wɪˈdaʊt/	/əˈnʌdər/	/ˈrɪtəm/
14	/dɪs/	/wɪˈdaʊt/	/əˈnʌdər/	/ˈrɪtəm/
15	/dɪs/	/wɪˈdaʊt/	/əˈnodər/	/ˈrɪdəm/
16	/dɪs/	/wɪˈdaʊt/	/əˈnʌdər/	/ˈrɪtəm/
17	/ðɪs/	/wɪˈðaʊt/	/əˈnʌðər/	/ˈrɪðəm/
18	/dɪs/	/wɪˈdaʊt/	/əˈnʌdər/	/ˈrɪtɪm/
19	/ðɪs/	/wɪˈdaʊt/	/əˈnʌdər/	/ˈrɪt/
20	/ðɪs/	/wɪˈðaʊt/	/əˈnʌdər/	/ˈrɪtəm/

Voiceless, fricatives, dental **/θ/** sound in word list reading task

Respondent	With /wɪθ/	Everything /ˈev.ri.θɪŋ/	Something /sʌmθɪŋ/	Nothing /nʌθɪŋ/
1	/wɪt/	/ˈev.ri.dɪŋ/	/sʌmtɪŋ/	/nʌtɪŋ/
2	/wɪt/	/ˈev.ri.θɪŋ/	/sʌmθɪŋ/	/nʌtɪŋ/
3	/wɪθ/	/ˈev.ri.tɪŋ/	/sʌmtɪŋ/	/nʌθɪŋ/
4	/wɪt/	/ˈev.ri.θɪŋ/	/sʌmθɪŋ/	/nʌθɪŋ/
5	/wɪθ/	/ˈev.ri.θɪŋ/	/sʌmθɪŋ/	/nʌθɪŋ/
6	/wɪθ/	/ˈev.ri.θɪŋ/	/sʌmθɪŋ/	/nʌθɪŋ/
7	/wɪt/	/ˈev.ri.θɪŋ/	/sʌmθɪŋ/	/nʌθɪŋ/
8	/wɪθ/	/ˈev.ri.θɪŋ/	/sʌmθɪŋ/	/nʌθɪŋ/
9	/wɪθ/	/ˈev.ri.θɪŋ/	/sʌmθɪŋ/	/nʌθɪŋ/
10	/wɪθ/	/ˈev.ri.θɪŋ/	/sʌmθɪŋ/	/nʌθɪŋ/
11	/wɪt/	/ˈev.ri.tɪŋ/	/sʌmtɪŋ/	/nʌtɪŋ/
12	/wɪθ/	/ˈev.ri.θɪŋ/	/sʌmθɪŋ/	/nʌθɪŋ/
13	/wɪt/	/ˈev.ri.tɪŋ/	/sʌmtɪŋ/	/nʌtɪŋ/
14	/wɪt/	/ˈev.ri.tɪŋ/	/sʌmtɪŋ/	/nʌtɪŋ/
15	/wɪt/	/ˈev.ri.tɪŋ/	/sʌmtɪŋ/	/nʌtɪŋ/
16	/wɪtch/	/ˈev.ri.tɪŋ/	/sʌmtɪŋ/	/nʌtɪŋ/
17	/wɪθ/	/ˈev.ri.θɪŋ/	/sʌmθɪŋ/	/nʌθɪŋ/
18	/wɪt/	/ˈev.ri.tɪŋ/	/sʌmtɪŋ/	/nʌtɪŋ/
19	/wɪθ/	/ˈev.ri.θɪŋ/	/sʌmtɪŋ/	/nʌθɪŋ/
20	/wɪt/	/ˈev.ri.tɪŋ/	/sʌmtɪŋ/	/nʌtɪŋ/

Voiceless, fricative, alveo-palatal /ʃ/ sound

Respondent	Shares /ʃerz/	Shout /ʃaʊt/	Ocean /ˈoʊʃən/	Caution /ˈkɔʃən/
1	/ʃerz/	/ʃoʊt/	/ˈoʊʃən/	/ˈkɔʃən/
2	/ʃerz/	/ʃoʊt/	/ˈoʊsən/	/ˈkɔʃən/
3	/ʃerz/	/ʃaʊt/	/ˈoʊʃən/	/ˈkɔʃən/
4	/ʃerz/	/ʃoʊt/	/ˈoʊʃən/	/ˈkɔʃən/
5	/ʃerz/	/ʃoʊt/	/ˈoʊʃən/	/ˈkɔʃən/
6	/ʃerz/	/ʃoʊt/	/ˈoʊʃən/	/ˈkɔʃən/
7	/ʃerz/	/ʃoʊt/	/ˈoʊʃən/	/ˈkɔʃən/
8	/ʃerz/	/ʃaʊt/	/ˈoʊʃən/	/ˈkɔʃən/
9	/ʃerz/	/ʃaʊt/	/ˈoʊʃən/	/ˈkɔʃən/
10	/ʃerz/	/ʃaʊt/	/ˈoʊʃən/	/ˈkɔʃən/
11	/ʃer/	/soʊt/	/ˈoʊʃən/	/ˈkɔʃən/
12	/ʃerz/	/ʃoʊt/	/ˈoʊʃən/	/ˈkɔʃən/
13	/ʃerz/	/ʃaʊt/	/ˈoʊʃən/	/ˈkɔʃən/
14	/ʃerɪz/	/ʃʊt/	/ˈoʊʃəan/	/ˈkeʃən/
15	/ʃerz/	/ʃoʊt/	/ˈoʊsəan/	/ˈkɔʃən/
16	/ʃerz/	/ʃaʊt/	/ˈoʊʃən/	/ˈkɔʃən/
17	/ʃerz/	/ʃaʊt/	/ˈoʊʃən/	/ˈkɔʃən/
18	/sars/	/soʊt/	/ˈoʊʃən/	/ˈkausɪən/
19	/ʃerɪz/	/ʃʊt/	/ˈoʊʃən/	/ˈkɔtən/
20	/ʃerz/	/saʊt/	/ˈoʊʃən/	/ˈkɔʃən/

Voiceless, affricate, alveo-palatal /tʃ/ sound

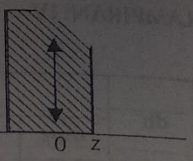
Respondent	Future /ˈfjuʧər/	Search /sɜr:ʧ/	Touch /tʌʧ/	Catching /ˈkæʧɪŋ/
1	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
2	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
3	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
4	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
5	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
6	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
7	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
8	/ˈfjuʧər/	/sɜrs/	/tʌʧ/	/ˈkæʧɪŋ/
9	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
10	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
11	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈcæʧɪŋ/
12	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
13	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
14	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈcæʧɪŋ/
15	/ˈfuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
16	/ˈfɪʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
17	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/
18	/ˈfjuʧər/	/sɜr:ʧ/	/toʧ/	/ˈkæʧɪŋ/
19	/ˈfuʧər/	/sɜrs/	/tʌʧ/	/ˈkæʧɪŋ/
20	/ˈfjuʧər/	/sɜr:ʧ/	/tʌʧ/	/ˈkæʧɪŋ/

Voiced, affricate, alveo-palatal /ʤ/ and voiced, fricative, alveo-palatal /ʒ/ sound

Respondent	Just /ʤʌst/	Apologize /ˈəpaləʤaiz/	Edge /eʤ/	Illusion /ɪˈluʒən/
1	/ʤʌst/	/ˈapologiz/	/ˈegə/	/ɪˈluʃən/
2	/ʤʌst/	/ˈapoloʤaiz/	/eʤ/	/ɪˈluʃən/
3	/ʤʌst/	/ˈəpoloʤaiz/	/eʤ/	/ɪˈluʃən/
4	/ʤʌst/	/ˈəpoloʤaiz/	/eʤ/	/æluʃən/
5	/ʤʌst/	/ˈəpaləʤaiz/	/eʤ/	/ɪˈluʃən/
6	/ʤʌst/	/ˈəpoloʤaiz/	/eʤ/	/ɪˈluʃən/
7	/ʤʌst/	/ˈəpoloʤaiz/	/eʤ/	/ɪˈluʃən/
8	/ʤʌst/	/ˈəpoloʤaiz/	/eʤ/	/ɪˈluʃən/
9	/ʤʌst/	/ˈəpoləʤaiz/	/eʤ/	/ɪˈluʃən/
10	/ʤʌst/	/ˈəpaləʤaiz/	/eʤ/	/ɪˈluʃən/
11	/ʤʌst/	/ˈəpoloʤaiz/	/eʤ/	/ɪˈluʃən/
12	/ʤʌst/	/ˈəpoloʤaiz/	/eʤ/	/ɪˈluʃən/
13	/ʤʌst/	/ˈapoloʤaiz/	/eʤ/	/ɪˈluʃən/
14	/ʤʌst/	/ˈapoloʤaiz/	/ets/	/ɪˈluʃən/
15	/ʤʌst/	/ˈəpoloʤaiz/	/eʤ/	/ɪˈluʃən/
16	/ʤʌst/	/ˈepoloʤaiz/	/eʤɪ/	/ɪˈluʃən/
17	/ʤʌst/	/ˈəpaləʤaiz/	/eʤ/	/ɪˈluʒən/
18	/ʤʌst/	/ˈəpoloʤiz/	/eʤ/	/ɪˈluʃən/
19	/ʤʌst/	/ˈapoloʤaiz/	/eʤ/	/ɪˈluʒən/
20	/ʤʌst/	/ˈapoloʤaiz/	/eʤ/	/ɪˈluʃən/

LAMPIRAN: V

Nilai Persentil untuk Distribusi t
NU = db
(Bilangan dalam Badan Daftar Menyatakan t_p)



NU	$t_{0,995}$	$t_{0,99}$	$t_{0,975}$	$t_{0,95}$	$t_{0,925}$	$t_{0,90}$	$t_{0,75}$	$t_{0,70}$	$t_{0,60}$	$t_{0,55}$
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,57	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,583	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,00	2,31	1,86	1,40	0,889	0,700	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,280	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,200	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,698	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,638	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,08	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,648	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,856	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	2,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
00	2,58	2,33	1,06	1,645	1,28	0,842	0,674	0,524	0,253	0,126

Sumber: Statistical Tables for Biological, Agricultural and Medical Research, Fisher, R.A. dan Yates F. Table 111, Oliver & Boyd Ltd. Edinburgh.
$t_{0,995}$ untuk tes 2 ekor dengan $to_{0,01}$
$t_{0,975}$ untuk tes dua ekor dengan $t.s._{0,05}$

DOCUMENTATION